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Bridgewater State Normal School

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JANUARY, 1892.



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NORMAL OFFERING.

A SCHOOL MONTHLY

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Edited and Published monthly during the School Year, by the Lyceum of the
Bridgewater State Normal School.

THE NORMAL OFFERING.

THE BRIDGE TEACHERS' AGENCY.

If you are receiving a smaller salary than some of your friends who you think are doing no better work than you are, or if you are inexperienced but have had good training, we can probably help you. We are now in need of several Normal teachers for fall vacancies.

Opinions of some teachers whom we have aided:

PRESTON SMITH, Sub-master High School, Leominster, Mass. I am glad to acknowledge the service that the Bridge Teachers' Agency has rendered me in securing several desirable positions. I have found it honorable and reliable in its dealings and am perfectly satisfied with what it has done for me.

C. L. JACKSON, Principal English High School, Lynn, Mass. Three principals near Boston, commanding \$2000 or over, have said to me within a year, "The Bridge Teachers' Agency is the squarest in Boston." I consider it the best. None of your candidates are forgotten. Whether at the top or at the bottom of the ladder, the school and the teacher with a mutual fitness for each other, are brought in contact.

A. O. BURKE, Prin. High School, Norwell, Mass. The Bridge Teachers' Agency is a thoroughly reliable, efficient and of undoubted value to teachers. I believe that those who desire the services of such a medium will find the efforts of the Bridge Agency entirely satisfactory.

FRANCIS HAZELTINE, Prin. Commercial Street Grammar School, Adams, Mass. Teachers who do not make education their study and instruction their calling and who have not the energy to rule their school or maintain a standing in the ranks, will not find an Agency the sure road to prosperity. But many real teachers, in rising to the position nature and training have fitted them to hold, find the Agency of great value. Its managers have every opportunity to become experts in estimating the ability of their candidates and every incentive to give the right teacher to the right school. The Bridge Teachers' Agency has been of much service to me as a teacher. I have found it very prompt in getting word of vacancies and generally wise in its selections of teachers. I know that its managers do not throw off all responsibility when

their commission has been received, but still follow their candidate with their interest and advice that he may be thoroughly successful in his new position.

A. J. CURTIS, Supt. Schools, Uxbridge, Mass. I can with pleasure speak a good word for your Agency and recommend it to superintendents and teachers for I know some of the excellent work it has done, as I have made use of it with the most satisfactory results. I consider your Agency the best medium through which to secure competent teachers, and for teachers and superintendents to obtain desirable positions.

C. S. ALEXANDER, Prin. Day St. Grammar School, Fitchburg, Mass. The Bridge Teachers' Agency has been of real aid to me and I feel perfectly satisfied with what it has done.

E. W. NEWTON, Prin. High School, Newmarket, N. H. I wish to thank you for the prompt and effective manner in which you have served me. I admire the energetic way you have of doing business.

A. M. FREEMAN, Prof. Sciences, Tabor Academy, Marion, Mass. I want to speak a good word for your agency for I feel that you have been of great service to me since my connection with your firm. You did a grand thing for me when you sent me down here.

H. W. RICE, Prin. Lewis High School Southington, Conn. My opinion of the Bridge Teachers' Agency could not fail to be favorable, from the simple fact that it helped me to a good position. I think its methods of work differ from those of other agencies, in that it does not merely direct the teacher where to make application; it works for him, and that, too, promptly.

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It has two courses of study, one for two years, and one for four years.

TUITION IS FREE

to all who intend to teach in the schools of Massachusetts. Entrance examinations, Wednesday, February 10, 1892. Spring term begins Thursday, morning, February 11, 1892.

For circular apply to

ALBERT G. BOYDEN, Principal.

Normal Offering.

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State Normal School, Bridgewater, Mass., January, 1892.

No. 5.

The Normal Offering.

Published monthly during the School Year, by the Lyceum of the
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Manager.

The OFFERING is strictly a school paper, and all members of the school
are requested to contribute.

Ex-members and graduates of the school are requested to keep us in-
formed of their whereabouts, and of any other items of interest.

Articles for publication should be sent in before the 5th of the month.

Address communications to "THE NORMAL OFFERING," Normal Hall,
Bridgewater, Mass.

The Editors reserve the privilege of rejecting any articles which are not
deemed satisfactory.

HENRY T. PRATT, Printer, Bridgewater, Mass.

WITH this number the work of the present editorial board comes to an end. The editor wishes to thank all those through whose assistance the degree of success attained in the present volume has been made possible. Special acknowledgement is due to the associate editors for their hearty support and coöperation. We shall always look back with pleasure to our connection with the OFFERING, for although it has not been possible to put as much time into the work as we had desired, still we have received much lasting good from the new associations and experiences necessarily involved in the work. Most of the associations have been very pleasant, and we can heartily welcome our successors to the

work, and wish for them an even fuller measure of success than we have enjoyed.

WE would like to speak a word for our successors. While there are a few of the Lyceum who are ready to do whatever they can for the OFFERING, the larger part seem to lack a working interest in their paper. Take hold without being urged and help the work along. Write something. There is nothing to be afraid of and much to be gained by the practice of putting your thoughts on paper for the public to read. We once more repeat our request to subscribers in other places, to send us articles of general interest, and personal items. All such will be gratefully received.

MANY of us are apt to use much strength in "crossing bridges before we come to them," but there is another kind of worry just as prevalent. We are apt to carry a burden made up of the mistakes of yesterdays. Learn each day's lesson and let the day go. Begin each new day afresh, helped by the lesson of yesterday, but free from its burdens and mistakes. So will the future become larger and better.

SCHOLARSHIPS AT HARVARD FOR NORMAL STUDENTS.

WE hear a great deal at the present time about college scholarships, yet, I think it is not generally known that the graduates of our normal schools are especially favored in this respect.

Harvard University offers special inducements to normal students, to encourage them to carry their preparations into a broader field than is offered by the normal school.

There are eight scholarships of the annual value of one hundred and fifty dollars each, in the Lawrence Scientific School, one of the departments of Harvard University, for the benefit

of graduates of reputable normal schools in the United States. The incumbents are originally appointed for one year on the recommendation of the principals of the normal schools from which they have been severally graduated; these appointments may be annually renewed on the recommendation of the Faculty of the Scientific School. I think there has not yet been a year when all of these scholarships were taken. There have been times, I believe, when the applications have outnumbered the vacancies, but the faculty do not always consider these applications favorably. I am proud to say, however, that any man coming well-recommended from the Bridgewater Normal School, is sure to meet with a favorable reception. More of these scholarships have been held, I think, by Bridgewater men than by the graduates of any other normal school, and the record of the Bridgewater graduates has always been, up to the present time, very satisfactory.

A student who wishes to become a candidate for one of these scholarships, should send his application to the Dean of the Lawrence Scientific School—Prof. N. S. Shaler—before May 1st. of the year in which he expects to graduate. The recommendation of the principal of the normal school should also be sent at this time. These scholarships are usually assigned before Commencement Day, which comes about the last of June.

Now a word about the preparation which is necessary in order that a man may make good use of his time while at college. A student who has had an ordinary high school training, including French or German before entering Bridgewater may at the end of the two years course enter the Lawrence Scientific School and hope to do good work. This does not mean that he can pursue a course in the classics for the work of the Lawrence Scientific School, as the name implies, is concerned with the sciences, although if a man is prepared for it, he may elect any course which the College has to offer. In order for a man to pursue a classical course, he needs a training which is beyond the scope of the normal school to furnish.

A man, coming from a normal school, may enter upon his work here without taking the prescribed entrance examination. Such a one is

called a special student. He has all the privileges of other students but is not considered a candidate for a degree until he has satisfied the entrance requirements. All the work which he does while here stands to his credit, and can be counted by him for the degree after he has complied with the entrance conditions.

You will probably ask what relation the Lawrence Scientific School holds to Harvard College. At the time the Lawrence Scientific School was founded, it was the prevailing opinion among the faculty that a man could be liberally educated only by a study of the classics; hence, when Hon. Abbott Lawrence left a certain sum of money to provide for instruction in the sciences in Harvard College, the faculty were unwilling to allow this kind of work to be counted for the degree of A. B.; they were at the same time unwilling that the money should go elsewhere; so they compromised by establishing what was then a separate school for scientific work.

Agassiz, by his work in the Lawrence Scientific School in its early days, made the courses there so attractive that the men in the classical department petitioned for leave to attend his lectures; then, later on, they asked to have this work counted towards their degree, and gradually, one by one, the courses in the Scientific School began to be considered equivalent to the courses in the College, so that today there is no distinction made between the classical and scientific students.

One who graduates from the Scientific School receives the degree of S. B.; while the degree of A. B. is given to the graduate of the College, yet the latter may have elected a course similar to that for which the S. B. was given and may never have opened his Latin or Greek lexicon after he passed his entrance examinations.

For admission to the Scientific School, Greek and Latin are not necessary. This is the principal difference between the Lawrence Scientific School and the College proper.

A full statement of the requirements for admission and of the courses of instruction offered, is sent to any one upon application to the Secretary of Harvard College. HARVARD '93.

—"When a singer's throat is raw, you can't expect her songs to be well done."

TO A SKELETON.

The MSS. of this poem was said to have been found in the Museum of the Royal College of Surgeons, in London, near a perfect human skeleton. A reward was offered for the discovery of the author, but he was never found.

Behold this ruin! 'Twas a skull
Once of ethereal spirit full.
This narrow cell was Life's retreat,
This space was Thought's mysterious seat.
What beauteous visions filled this spot,
What dreams of pleasure long forgot!
Nor hope, nor joy, nor love, nor fear,
Have left one trace of record here.

Beneath this mouldering canopy
Once shone the bright and busy eye,
But start not at the dismal void,—
If social love that eye employed,
If with no lawless fire it gleamed,
But through the dews of kindness beamed,
That eye shall be forever bright
When stars and sun are sunk in night.

Within this hollow cavern hung
The ready, swift, and tuneful tongue;
If Falsehood's honey it disdained,
And when it could not praise was chained;
If bold in Virtue's cause it spoke,
Yet gentle concord never broke,—
This silent tongue shall plead for thee
When Time unveils Eternity!

Say, did these fingers delve the mine?
Or with the envied rubies shine?
To hew the rock or wear a gem
Can little now avail to them.
But if the page of Truth they sought,
Or comfort to the mourner brought,
These hands a richer meed shall claim
Than all that wait on Wealth and Fame.

Avails it whether bare or shod
These feet the paths of duty trod?
If from the bowers of Ease they fled,
To seek Affliction's humble shed;
If Grandeur's guilty bribe they spurned,
And home to Virtue's cot returned,—
These feet with angel wings shall vie,
And tread the palace of the sky!

HOW TO STUDY A MODERN
LANGUAGE.

F. H. KIRMAKER .

PART II.

IN studying a modern language, the end proposed will determine the manner of proceeding. If the learner wishes to understand the printed page, he will follow the method outlined in the

last number of this paper. No teacher is needed. If he wishes to understand spoken language and speak it, he needs from the beginning a teacher with a good pronunciation. The manner of proceeding will be as for learning to read and understand with this much added, that the learner will not study any part before he has heard it pronounced several times by his teacher. We suppose the language to be French. This is the method.

The teacher pronounces a certain amount of matter, as it comes in the book; of examples, vocabularies, and exercises. The amount must vary with the capacity and diligence of the learner. Difficult words and sentences must be pronounced several times by the teacher.

The learner looks carefully at each sentence as it is pronounced.

He studies then the given task first so that he can read it fluently and understand what it means in English. All his studying is to be done aloud. When he comes before his teacher, the teacher reads to him the lesson while he listens with closed book. If he does not understand, he stops the teacher. The teacher may test him by requiring him to translate. Then the learner covers the French and looking at the English in his key he produces aloud the correct French he learned to read. This must be done until he can reproduce the French promptly and naturally. Before a new lesson is attempted all previous lessons are reviewed until six lessons are mastered. After that at least the last six lessons are reviewed before the new lesson is recited. No sentence, once studied, must be allowed to be forgotten. This means earnest work. It will seem difficult in the beginning, but it is the shortest and quickest way of learning a language.

The teacher uses French exclusively as fast as the student learns it, employing the interrogative analysis.

When the greater part of the books (mentioned on p. 42) which contain in systematic order all the parts of the language, is well mastered, lessons are taken occasionally from other books containing stories and descriptions. These books at first ought to have the translation opposite, until the greater part of the vocabulary in common use is acquired.

The teacher reads these books first aloud several times and explains difficult passages. The learner studies in the way indicated above, so that he can understand all when he hears the teacher reading and can reproduce the French when he looks at the English.

Then the teacher tells in his own words a certain amount of what the student has learned. The student tells in his own words what he so learned. Lastly the teacher passes over the contents of the subjects read so many times, asking questions, using especially the interrogative analysis, and engaging the learner in conversation. This conversation will be easy and instructive, as the subject is always known. By various turns the teacher may throw new light on the subject and the learner will imperceptibly gain the knowledge of using the language as the medium of communication between himself and any Frenchman he may meet.

This method applies equally well to Latin and Greek. Instead of wasting a great amount of time on writing composition in Latin, if the student translates all the Latin in his first book, Reader or Caesar, into English and then studies the Latin till he can reproduce orally and in writing the identical Latin by looking at his English translation, he will learn Syntax, position of words, arrangement of clauses, etc. without making mistakes, which in writing what is commonly called composition, are so easily made and so painfully corrected.

A student who is not willing to learn all the inflections of verbs, pronouns, nouns, etc. thoroughly, need not hope to succeed. Conjugating whole sentences in the affirmative, negative and interrogative forms will give great power to form other sentences by analogy, for man learns to speak and extemporize not by reciting ready made sentences but by forming them by analogy. "The acquisitions of memory are limited, those of judgment are without bounds."

The above exposé is mainly the rational method of Claude Marcel with such modifications as long study and experience have made desirable.

The writer learned by the method described Spanish in two months, Swedish in five weeks, and other languages in a comparatively short time, besides performing his regular work; he taught

Spaniards English in about two months, so that they could pursue their studies with profit.

A STRANGE DISPLACEMENT.

THEY have a heifer at the University of Pennsylvania Veterinary School which has attracted considerable attention. She is a brindle yearling of usual size and good health, but unlike any other ever known. Her heart is entirely outside of the bony cavity of the chest, and hangs loosely in the dewlap, where its pulsations may easily be seen. One can hold it in his hands and feel it beat between them. Apparently the animal suffers no inconvenience whatever on account of the position of her erratic organ. She comes of perfectly normal parents, and the doctors are agreed that it is the strangest case of displacement on record.

GEOGRAPHY.

AN essential condition for making a logical course of study and teaching correctly the subject of Geography is an understanding of what Geography is, its scope, and its utility.

Ritter, in his Comparative Geography, Introductory chapter, laid the foundations of modern geography. He defined the subject as knowledge of Earth as the dwelling place of man, he shows geography to be a science, intimately related to other sciences, and indicates what as a science it can accomplish.

Strachey, in his Lectures on Geography, clearly shows why division into elementary and scientific geography is necessary and what their relation is. He sketches the growth of knowledge of the form, movements, and magnitude of the earth and of the construction of maps.

The progress of geographical discovery, the operations of physical forces on terrestrial phenomena, the relation of geology to geography are tersely stated.

The phenomena of life, the doctrine of evolution under varying terrestrial conditions, the place of man, his dependence, physical and intellectual, on geographical influences are strikingly set forth.

The book is remarkable in that it is simply packed with energizing, forceful thoughts.

Keltie's *Applied Geography* is exceedingly valuable in illustrating the utility of geographical knowledge. The first four chapters portray the conception of geography, indicate the various factors with which it deals, and shows what bearings these have on the interests of industry and commerce.

Africa is dealt with from this point of view and he discovers from a consideration of its varied geography, what is its present value to commerce, and what are its prospects in the future from the commercial and Colonial standpoint.

The geographical conditions of the great sections that make up the British Empire are investigated and their commercial value estimated.

The last chapter treats of the actual and possible geographical distribution of some of the common commodities of commerce. The book contains 11 maps and diagrams.

Ritter, that remarkable German pioneer of geography, Lieut.-Gen. Strachey, Pres. of the Royal Geographical Society, and J. Scott Keltie, Librarian of the Royal Geog. Society, in these three books, show clearly and forcefully what modern geography means and its utility, and to a teacher desirous of knowing and teaching the relations of geography to the progress of civilization are never failing sources of inspiration and power.

Comparative Geography, Ritter, American Book Company; *Lectures on Geography*, Strachey, 211 pp. Willard Small, Boston; *Applied Geog.*, Keltie, 169 pp. Chas. Scribner's Sons, N. Y.

SPELLING IN THE HIGH SCHOOL.

THERE is probably no branch of elementary knowledge in which the average scholar is so deficient when he enters the high school as spelling. In the most common words, letters are dropped or doubled at random. In many cases the spelling vocabulary is very limited.

I believe that this branch should be brought into every lesson in all the primary and grammar grades except perhaps the first primary.

The pupils writing the words from dictation is good but oral spelling should find a place.

There is a tendency in these times to altogether omit the spelling by syllable, but there is no better way to fix a word, since this method usually shows root, prefix and suffix.

But it is not my purpose to speak of the work in the lower grades. The question that comes to the high school teacher is "How can I best teach spelling in my school?" In most schools a period cannot be given for it each day, nor is this necessary as the spelling can be brought into nearly all the other branches.

The spelling can be best taken in connection with the language work.

The study of roots, prefixes, suffixes and derivatives; the changes in spelling as found in the study of literature.

At the close of a science lesson take five minutes for the spelling of the new words noticing any peculiarities.

Be very careful in the correction of all written work. Have the pupil rewrite. As often as once a week have a lesson, containing all the new words and some of the more familiar ones, placed on the board for the scholars to learn. Have this written and corrected by the pupils, the teacher giving the correct form.

Give exercises in which the pupil writes all the words he can with certain prefixes or suffixes.

There are many other ways of doing this work but these are a few which have proved helpful to me.

E. L. C.

CLASS PROPHECY.

THE other summer while journeying through the northern part of Maine, I had the great good fortune to stop at the little village of West Pemaguisset. It is famous on account of a pool situated in the heart of it, which from its wonderful properties is called The Magic Pool. It lies in the depths of a thick grove of trees, so dark and dreary, that it strikes one with terror upon entering it. After passing through this one clear night at the full of the moon I came suddenly upon the object of my search. It seemed to be immeasurably deep and its surface, clear as crystal at times, again would be fanned by the wind into ripples, which assumed the most fantastic and weird shapes. It was only on a clear night that the magic properties of the pool could be tested and as I arrived there at this most opportune time I determined to seek the fate of the class of January '92.

It was late at night, the full moon being almost in the zenith, and everything seemed dark and shadowy. I stood on a huge stone a short distance from the pool and after turning around three times I cast a pebble into its depths.

I waited and watched, and, in the silence which followed, my thoughts dwelt lingeringly on the past; but a gently rippling instantly brought me to the present in time to see slowly but distinctly a face and form come to view. I gazed astonished, for the reflection was so indistinct that were it not for the familiar expression of the dark eyes, regarding me so mournfully, I should have failed to recognize one who in bygone days dwelt in the sandy town of spruces and tall pines. Ambition hath in her case as in many others, shattered a great and wonderful brain, whose active powers are well remembered. By her earnest and untiring zeal, she has roused her native town from its quiet slumber. It has awakened to the young girl's call, put forth its best endeavors, and perhaps its quiet nap hath but prepared it for the active future. A magic wand seems to have touched everything, removing the dust and care of the past, and promising peace and happiness hereafter. Business and prosperity are linked together, and all is activity, save in one secluded street where, over an office door, the very unassuming name of "Fickett" is written. The many visitors to the busy town throng this retired spot, in hopes to obtain one glimpse of her who played the fairy godmother. Having at last grown weary from her exertions, she now seeks entire seclusion, leaving a name which will be long remembered as that of an ideal benefactor.

The vision faded and again the ripples formed. This time they took very distinctly the form of a large stone block, situated in the centre of the business portion of a large city. As I looked again, the proprietor came out, in whom I recognized our "Man One." For the clerks who stood one side to let him pass, he had a kindly word or pleasant smile. He stepped into his comfortable carriage which was waiting for him and was rolled to his beautiful home in the suburb.

A dark cloud obscured the moon, and the surface of the water grew calm and still. When the moon emerged, the objects around seemed to

grow brighter although they were still dream-like and indistinct and strange.

Before me lay some foreign city. Everything was new to me, the buildings, the inhabitants and the trees and flowers. 'Tis Nankin, and there is the Tower of Porcelain, strange and old, with its wonderful, ninefold painted balconies uplifted to the skies. I heard the soft melodious chimes of those far-famed porcelain bells which seemed to fill my soul with nobler thoughts. As I looked to the right of this tower, I saw, at a short distance, a tall structure of brick, across the front of which were written these words — Nankin Normal School. Est. 1899. The principal, clad in native garb, stood on the steps, about to leave the building. Something about this tall dignified woman seemed strangely familiar, and upon looking more closely, I discovered that it was our classmate from Walpole, who having severed all home ties, had come here to start a Co-educational School, on strictly Normal principles.

A faint breeze swept over the pool towards me, bearing the faint odor of roses and soon there appeared on its surface, a dainty little note which read thus:

N. Y. Dec. 14 1897.

To the Class of January, 1892.

Greetings:

Dear friends and classmates, you would please me very much and secure for yourself some enjoyment if you could be persuaded, one and all to be present at a select gathering at my home, Thursday, Dec. 17.

Rev. G. L. DeW. in whom I am especially interested, and Marquis of Eatonfield are expected to be present.

Yours as ever,

H. D. B.

172 Fifth Ave.

A sudden splash, but I covered my dazzled eyes, for an image, white as snow, with downcast eyes and energetic movements, appeared and disappeared again and again, so that not until some time had elapsed, did I feel assured that in one of its hands, a man's form was visible.

Can it be she is a country Baptist minister?

Alas! no, far from that. It is but the sequel which sometimes follows the closest of human ties.

An attachment formed in her youth was so strong, as to induce her to give her hand in marriage to this unfortunate (shall we say?) young man, who now discovers in the frequent matrimonial discussions which take place, that his wife is a believer in women's rights, and that the best method which she adopts to silence her mate, is a succession of dips in the refreshing waters of some secluded nook.

While pondering over the fate of this member of our class, I heard a deep, low sound like thunder, which came from the very depths of the pool. The water immediately began to boil and bubble, and a huge stream was thrown into the air to a great height, apparently due to some subterranean cause. When it subsided, the ripples failed to take any definite shape. I knew not what to do. Was I to be left with the destinies of the class but half told? In despair I cast another pebble into the pool. I waited with an anxious heart, but after what seemed an interminable time, my efforts were rewarded with success.

There on its surface, was one of the standard magazines of the day, opened at a page where I read the following:

"A very important work has just been given to the world by a young lady from Marshfield, which already ranks among the standard literature. The best feature of the book is that it is founded on experience and not theory. One very striking remark is to this effect:

'Young friends! you who are likely to appoint places for chance (?) meetings; be sure to select a tree without a brain, or you may live to rue the day.'

First the words grew unintelligible, then faded away; after, the whole form of the book slowly but surely changed, and in its place I saw a room which was evidently the work shop of an inventor. Seated in the farther corner of the room, was a girl with fair wavy hair. Some bygone recollection seemed to please her greatly, for suddenly she shook with unrestrained laughter. I knew her then immediately. As I watched her closely I saw that she was busily engaged in perfecting some minute apparatus destined to make her famous. It was an appliance for so fastening Venetian shutters, that it would be utterly impossible for any impertinent person to look through

them from the outside. This appliance will soon be adopted by all the Normal Schools in the land.

Again and quietly the water took the form of one who was small, with a rosy, laughing face, dark brown eyes, and light wavy hair. One of whom much is now heard, as the brightest star in the theatrical world. Very profitably were Shakespeare's plays perused by her in school days long since passed, but the ability which she then showed to interpret the great author's thought, was but the forerunner of the success which constantly crowns her efforts. After much study, she appeared upon the stage and the enthusiastic reception which greets her night after night, as she appears before the public, testifies to the skill which she has acquired, and the place which she holds in the hearts of her audience.

It was sometime before I could interpret the next scene before me, but finally decided it was laid in a pretty village in southern Germany where one of our class is studying music under the Grand masters. The very waves harmonized with the thought as they charmed me with their gentle rippling, and I seemed to see him stand once more before us as of yore, thrilling our souls with sweet melodies as he sings:

"It is God's own harmony,

This wind we hear in the chimney."

The moonlight gleamed on the cypress and cedar trees and "down through their broken vaults it fell as through chinks in a ruin." One ray, falling on the water, gave to it a strange light, and the image which had now formed was of surprising brilliancy. I was in the interior of some one's study. On the table and shelves, I saw skulls, and jars evidently containing different parts of the human body. Other paraphernalia of the medical profession lay about, and on the wall hung a huge chart of the human heart. Is it possible that one of our members has become a doctor? Yes, it must be so, for faintly outlined on the door, I read this sign, — M. D. Office Hours 1 to 2.30 P. M. Specialty — Diseases of the Heart. Chronic Affections treated from 6 to 7 P. M.

As before, the image gradually faded away, but none came to take its place. Having profited by former experience, I cast a third pebble into the pool and once more met with success.

A gentle murmuring, and there came to view a face of which I know but little, a veritable wood-nymph, with no thoughts of the past, living in the present, about whom many a mystic tale is woven. It is whispered that in the secluded nooks and quiet distant places in the woods, a hand gently gathers the choicest blossoms, and plucks the rarest fruits, collects the various nuts and berries, carries the many rare insects to a more secret hiding place; a face peers searchingly into the small streams after the tiny fishes; here and there the fleet feet hasten in quest of butterflies and tame birds, and it is even said that a large number of small animals have succumbed to the charms of this maiden's eyes. As surely as summer follows spring, and the cool autumn hastens to give place to fierce winter, a huge box mysteriously appears at Brown University, the improved condition of the natural science department testifying to the value of the work done by this "nut-Brown mayde."

Again a murmur and another face and form appeared, in whose dark eyes lay a world of latent fire, and whose forehead indicated great power and strength. One, of whom much is now heard as the editor-in-chief of one of our leading educational papers. She is noted for her bright and pithy sayings, and her many articles are read with zest by all our great educators. Our Sarah has indeed climbed high on the ladder of fame.

The next scene was laid in the Old World, where we find one of our friends, excited and interested in a new case just at hand. We learn that massage treatment is the specialty of the one in whom we are interested. Sprains and bruises receive immediate attention by her who has learned that, "Experience is a hard teacher," and "An ounce of prevention is worth a pound of cure."

The waters had ceased rippling and all was silent once more, when suddenly through the still woods echoed a loud and commanding call, followed by intense quiet. Looking down into the depths of the little lake, whose waters were again in motion and from whence the sound proceeded, a familiar face and form was distinctly visible.

A head crowned with an abundance of dark brown hair, a face oft seen in Woodward Hall, a black gymnasium suit, and those familiar words,

words destined to call forth many memories of the past. "Right foot forward, fall out." Baron Posse's excellent system has proved too alluring to this maiden, and she is now a devoted teacher of the Ling system, as assistant in the Bridgewater State Normal School.

The face and form disappeared with another low rumbling sound, and after another subterranean commotion, the ripples ceased altogether. But I was satisfied as the destinies of the class of Jan. '92 had been foretold. With a strange feeling at heart caused by the display of these magical properties, and after looking once more at the now calm surface of this Magic Pool, I turned my steps homeward.

A TEACHING EXERCISE.

DO you have any difficulty in your teaching in securing the right words? If so the following illustration may help you and renew your courage.

A Sunday School teacher giving a blackboard exercise.

"Walk In" printed in large letters on board to begin with. Supt. states that *walk in* is synonymous with "welcome," and an invitation to loiterers at the door, but this was not all.

I will put *something* before it, continues Supt. drawing with green chalk.

"Now what is this?"

Pause.

"Come, don't be afraid to answer. What does it resemble?"

"A cabbage," ventures one.

"Not quite."

"A cauliflower."

"A bunch of leaves."

"No! no! why, bless me, can't you *see* what it is? Now what do we make salad out of?"

"Lobster!"

"Yes, and something else. Now think."

"Lettuce," shouts one.

"That's it! Lettuce, *let us walk in*." And the Supt. drew himself up with the consciousness of having done well.

"Very well, where shall we walk in, my young friends? Shall we walk in — darkness?" Of course that suggests the right answer, and he writes it on the blackboard.

DEPARTMENTS.

GENERAL EXERCISE.

THE regular time set apart for general exercise is now taken for singing, in preparation for graduation. The selections to be sung are, Nazareth (Christmas Anthem), with chorus, and Hark The Curfew's Solemn Sound.

The effect, produced by the superior advantages of the new assembly hall and the large number of pupils in attendance is especially noticeable.

THE LIBRARY.

THROUGHOUT the new building finishing touches are continually being made. The library is not fully completed but rapid progress is evident. This department, so well adapted to the special needs of the pupils, will be highly appreciated. A large number of books and pamphlets have recently been added, and will prove a valuable addition.

LYCEUM.

THE Lyceum occurring Jan. 8, 1892, presented the following program :

Selection	Orchestra.
Song	Miss Souther.
Clarinet Solo	Mr. Townsend.
Selection	Orchestra.

Debate; Resolved that Volapük should be the universal language.

The first speaker in the affirmative was Miss Nickerson. A few of the reasons stated for adopting this resolution were as follows :

Volapük is for international convenience. It is to be learned after the mother tongue and is not intended to supplant it. A prominent characteristic of this language is simplicity, shown by its regular rules with no exceptions. Its growth has been rapid, and it has already been adopted by many famous people.

Miss Hunter was the first speaker in the negative.

She distinguished between a universal language and an international, commercial, scientific, or diplomatic language. She said that Volapük could not be used by the nations in addition to their own languages and at the same time be called a universal language, but must in order to become such supplant the mother tongue. She maintained

that Volapük was not a development, was not a perfect artificial language adapted to the Aryan people, could not be set to music or written in poetical form without violation of its rigid rules.

Mr. Kirmayer spoke in general debate, also Miss Lovell, and Messrs. Harriman, Leonard, Paul and Packard.

Mr. Kirmayer said: Volapük lacks the Roman strength characteristic of the English Language.

It has not the elements of a universal language because its alphabet is not adapted to the speech of all nations.

The question then returned to the regular disputants, Miss Stevens taking the affirm. and Miss Alger the negative. Opposing arguments were discussed and the use of the language as a means of producing a bond of union between the nations was emphasized. After voting, the weight of opinion was found to favor the negative.

GRADUATING CLASS, JAN. '92.

FOUR YEARS' COURSE.

Jenney, Charles A.	Brockton.
Fickett, Mary G.	East Bridgewater.
Thompson, Clara E.	Quincy.

TWO YEARS' COURSE.

Fuller, Robert W.	Boston.
Barker, Helen D.	Bridgewater.
Brown, Ella J.	Plymouth.
Ewell, Ellen B.	East Marshfield.
Hewitt, Sarah B.	Bridgewater.
Healey, Mattie	Bridgewater.
Hunt, Emma W.	Peterboro', N. H.
Robbins, Mary H.	Walpole.
Snow, Celia	Wellfleet.
Stevens, Emma G.	Newton Highlands.
Weston, Annie H.	Middleboro'.

PERSONALS.

—D. A. Pingree is teaching at Southwick.

—Miss L. F. Drake is teaching at Bridgewater Iron Works.

—Mr. Alvan A. Sweet is teaching at his home in Elliot, Conn.

—J. H. Lewis died at Provincetown, Dec. 14, 1891, of heart disease.

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—Miss Minnie Schuyler has been given an assistant in her school at Walpole.

—Miss A. N. Rogers is teaching in the primary department at Brookville, Mass.

—Miss Stella Sprague has resigned her position in Brockton and returns to her former school in Marshfield.

—Miss Gertrude Eager has resigned her position in Shirley, not being satisfied with the grade of work.

—The engagement of Merle A. Drake of Lincoln to Leila F. Drake of Easton was announced Christmas day.

—Among our visitors this month were Miss Cushing of Brockton, Miss Hutchinson of Natick, Miss Keene of Cohasset, Miss Grace Park from Boston Normal School, Miss Lillian Park from Boston High School, Miss Lillian Curtis from Wellesley College, Misses Howard, Howland, Louise Keith, Bates, Minnie Schuyler, Allen, Lincoln, Eager, Winifred Bates, Leila Drake. Among the gentlemen were Mr. Hagar of the State Normal School at Salem, Messrs. Perry, Kirmayer, Adams, W. N. Crocker, Fred Sears, K. Winslow, Herrick, M. A. Drake. Harty Andrews of Somerville, and Arthur Lincoln of Cambridge.

LOCALS.

—"A cubic yard is a cube whose edge is one side."

—A little boy said, "If i-n spells in, I suppose n-i spells out."

—The Art of Book-keeping in three words—"Don't lend them."

—Cities don't have town meetings because they can't "hire a hall."

—When do the towns hold their annual meetings?" "Once a year, I think."

—The Gymnasium seems to be the place for the congregation of the visitors, thirty-two being present at one time last Friday afternoon.

—If you want to be well informed, take a paper. Even a paper of pins will give you some good points.

—Teacher—"Why should we breathe thro' the nose?" Pupil—"Because it was made to breathe through."

—Perhaps it was the Thanksgiving turkey that Shakespeare alluded to when he said, "Fair is fowl and fowl is fair."

—A correspondent, who does not give his full name, sends a poem headed: "Are you weary?" We have read it attentively and can truly say we are.

—Bacon says that gentle walking is good for the stomach. One remarked that our stomachs must be in good condition, we do so much gentle walking.

—The old building has been sold to Mr. Elwell for \$150 and already the work of taking it down has begun. The pupils went in for a last look at the familiar places, and were much interested in overhauling old books and papers which they found there.

—After a lesson on Longfellow, the teacher told her pupils to ask their parents about this man. The next day one little fellow was feeling hurt because his folks had never heard of such a person. "As whom" said the teacher. "Why, Mr. Longlegs."

—One of our number had the following peculiar experience. Going into a studio she said to a young man, "Have you 'Alone in the World?'" He looked at her a few moments in amazement and then said, "Well, not exactly." He thought she said, "Are you alone."

—A man said that the cows were destroying his corn, beginning on the outside rows, and to prevent this he was not going to have any outside rows. Like the Irishman who wasn't going to put on his new shoes until he had worn them several days. So it has been suggested by circumstances that it might be a good plan not to have any lessons directly after vacation.

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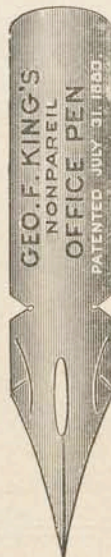
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